

	<p><b>COURSE GUIDE</b></p> <p><b>3.1 ANALYSIS OF CASES</b></p> <p><b>D. ERNOLADO PARRA PARRA</b></p> <p><b>Dña. MARIA LUISA MAGAÑA LOARTE</b></p> <p><b>MASTER IN RESPECT OF SUPPORT AND COUNSELLING</b></p> <p><b>MASTER IN RESPECT OF SUPPORT AND COUNSELLING</b></p> <p><b>2018-2019</b></p>
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## 3.1 Analysis of cases

**PRELIMINARY REMARKS:**

The teaching of this course is online. As specified in the section on Teaching Methodology of this guide, it is interactive teaching mediated primarily audiovisual resources.

**1.-DATA OF THE SUBJECT**

<b>TITLE:</b> ANALYSIS OF CASES	6 ECTS
<b>NAME OF MODULE:</b> IMPLEMENTATION OF THE RELATIONSHIP COUNSELLING AND SUPPORT	6 ECTS
<b>CHARACTER</b> COMPULSORY – ON-LINE	<b>CURSE:</b> 2017-18 <b>SEMESTER:</b> 1º
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## 2.- SUMMARY OF THE SUBJECT

This subject will develop a series of practical cases of different types that allow the application of the above techniques.

### CONTENTS

Practical development of different types of cases that allow the application of the techniques discussed above

1. Personal Development counselor in the context of aid effectiveness
2. Exercises of self-directed personal exploration helper
3. Analysis of the own praxis intervention in cases of various types
4. Analysis of interviews counselor in different areas
5. Monitoring of cases of support and expert feedback
6. Monitoring the application of techniques from the counselor

### 3.- COMPETENCIES TO BE ACQUIRED BY THE STUDENT

<b>Basics competencies [BC]</b>
<p><b>CB7</b> - To be able to apply the acquired knowledges and the ability of problems resolution in new environments inside wider contexts (or multidisciplinary contexts).</p> <p><b>CB8</b> - To be able to integrate different knowledges in order to face the complexity of making judgments from incomplete or limited information, that includes reflections about social and ethical responsibilities related to their knowledges and judgements.</p>
<b>General competencies [GC]</b>
<p><b>CG3</b> - Design creatively intervention and research projects, helping to expand the frontiers of knowledge of the relationship of help and counseling.</p> <p><b>CG7</b> - Develop new knowledge and techniques Relationship Counselling help and suitable for intervention</p> <p><b>CG8</b> - Mastering the skills and techniques and social skills necessary to foster a climate that facilitates the relationship, and that is participatory and promoter of change in crisis</p> <p><b>CG11</b> - Integrate efficient attitudes and skills for collaborative and team work towards synergy and to promote the learning of all those involved in the aid relationship.</p>
<b>Specific Competencies [SC]</b>
<p><b>CE2</b> - Apply the characteristics of the helping relationship techniques, integrating attitudes assistant or counselor for different contexts of exclusion.</p>

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<p>CE4 - promote the person who aids, strategies for self-help and learning in situations of adversity</p> <p>CE9 - Develop attitudes and skills effective for intervention with groups of people within the helping relationship</p>	
Learning outcomes	COMPETENCIES
RA1. The student understands the concept of emotional intelligence.	CG7, CE9
RA2. The student identifies the elements of emotional intelligence	CG11, CE9, CB8
RA3. The student makes an assertive expression of their thoughts and feelings.	CG7, CG8
RA4. The student identifies the emotions that come into play in the relationship and recognizes its importance in the process.	CG7, CE9, CG3
RA5. The student identifies the criteria for applying the Relationship Counselling and support in the geriatric field.	

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## 4.- METHODOLOGY

E-PRESENCIAL / ONLINE WORK TRAINING ACTIVITIES			
ACTIVITY	TEACHING METHODOLOGY LEARNING	Relationship with learning outcomes	ECTS
MASTER CLASSES	<p>a) With the real-time participation of students: Synchronous learning (in principle this means that both students and teachers are simultaneously connected through their respective computers) using multimedia resources via interactive web conferencing. Synchronous learning has the obvious advantage of providing immediate access and feedback from the lecturer. Although the activity is synchronous, the webinar is recorded and stored in the Virtual Classroom and therefore can be watched 24 hours a day, 365 days a year.</p> <p>b) Asynchronous learning using videotaped lectures by the lecturer or an invited expert.</p>		1.2
WORKSHOPS (GUIDED ACTIVITIES EXCEPT SEMINARS)	<p>METHODOLOGY OF TEACHING AND LEARNING: Synchronous learning (teaching that, in principle, requires that students and teachers are simultaneously at their respective computers) using multimedia resources via interactive web conferencing.</p> <p>The main objective of these practical classes is to help achieve a deep understanding of the theories and</p>		1

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	<p>concepts presented in lectures. Although the activity is synchronous, the webinar is recorded and stored in the Virtual Classroom and therefore can be watched 24 hours a day, 365 days a year.</p>		
(INDIVIDUAL OR GROUP) TUTORIALS	<p>METHODOLOGY OF TEACHING AND LEARNING: Individual interview via skype and virtual group interactions via web conferencing:</p> <p>a) For the analysis of the literature; b) For the reparation of assessments; c) For the monitoring of the course progress</p>		0.6
<b>AUTONOMOUS TRAINING ACTIVITIES</b>			
<b>ACTIVIDAD</b>	<b>TEACHING METHODOLOGY LEARNING</b>	<b>Relationship with learning outcomes</b>	<b>ECTS</b>
STUDY, TASK PREPARATION AND TESTING.	<p>Autonomous work: Student study of the proposed bibliography. Preparation of required tasks: reading, text analysis, case study, preparation of tests, realization of memories, etc. Work done on the university platform. Autonomous search of data in libraries, on the Internet, etc.</p>		3.2
<b>COMPETITION ACQUISITION EVALUATION SYSTEM AND QUALIFICATION SYSTEM</b>			
<b>EVALUATION INSTRUMENT</b>		<b>LEARNING RESULTS EVALUATED</b>	<b>PERCENTAGE MAXIMUM GRANTED</b>
E1. Attendance and participation in the activities of synchronous communication			10%
E2. Making deliverables activities			90%

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TOTAL	100%
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**5.- DESCRIPTION OF CONTENTS**

<b>CONTENTS</b>	<b>COMPETENCIES</b>
<p><b>LESSON 11:</b></p> <ul style="list-style-type: none"> <li>– Personal Development counselor in the context of aid effectiveness</li> <li>– Self-awareness exercises aimed at personal exploration helper</li> <li>– Analysis of praxis itself on intervention in cases of various types</li> <li>– Analysis of interviews counselor in different areas</li> <li>– Accompanying case management and expert feedback</li> <li>– Monitoring the application of techniques from the counselor</li> </ul>	<p>27 and 28 of November</p> <p>3, 4, 5, 10, 11, 12, 17, 18 and 19 of December</p> <p>7 of January</p>
<b>SEMINARY</b>	8 of January

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**6.- TEMPORARY ORGANIZATION**

<p><b>LESSON 11:</b></p> <ul style="list-style-type: none"> <li>– Personal Development counselor in the context of aid effectiveness</li> <li>– Self-awareness exercises aimed at personal exploration helper</li> <li>– Analysis of praxis itself on intervention in cases of various types</li> <li>– Analysis of interviews counselor in different areas</li> <li>– Accompanying case management and expert feedback</li> <li>– Monitoring the application of techniques from the counselor</li> </ul>	<p>19,20,21,26,27 and 28 of November</p> <p>3,4,5, 10, 11 and 12 of December</p>
<p><b>SEMINARY</b></p>	<p>17 of december</p>

## 7.- REFERENCE BIBLIOGRAPHY

### 7.1.- Basic Bibliography.

eTexto de la asignatura, de Ernolando Parra y Marisa Magaña, accesible en el Aula Virtu

### 7.2.- Complementary Bibliography

Higuera Bermejo, J.C. y Martínez Cuevas, Ana (1998): Relación de ayuda, acción social y marginación. Santander, Salt Terrae.

Higuera Bermejo, J.C. y Maza Carabias, Rosa (1998): Relación de ayuda y enfermería. Santander, Salt Terrae.

Higuera Bermejo, J.C. y Ribot, Pere (2007): La relación de ayuda en el ámbito educativo. Santander, Salt Terrae.

Higuera Bermejo, J.C. (2004): La relación de ayuda a la persona mayor. Santander, Salt Terrae.